Date	Class	Period

Subject Matter

Unit: 6 **The School Concert**

Lesson: 1 Conversation Time

***S.B & W.B* Page 1**

Warm up : **Review: Questions and Answers.** Write *How often do you feed the birds?* and *Do you ever feed the birds?* on the board. Point to each sentence and have students read it. Then say *feed the birds.* A volunteer asks you *How often do you feed the birds?* or *Do you ever feed the birds?* Answer the question

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - help a friend cleanup - identify speakers in a conversation	✓ *Student's Book* page 1 ✓ *Work book* page 1 ✓ *Green Board* *- CD player*	**Language Focus:** Helping a friend cleanup	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**<u>Introduce the Conversation</u>** Set the scene and clarify meaning by saying *Kareem is cleaning up the music room to help his teacher get ready for the concert. Mona wants to help. They move the heavy bass and have an accident. Miss Nadia is not happy to see the mess.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word. **<u>Practise the Conversation</u>** **A. Listen and repeat. Point to the speakers. Then listen again.** 1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker. *1. Mona: Hi, Kareem! What are you doing?* *Kareem: I'm helping Mr Khaled clean up the music room. He's getting ready for the concert.* *2. Mona: Do you want some help?* *Kareem: Sure. You can move the bass.* *3. Kareem: Put it over there, by the window.* *Mona: Ugh! I can't lift it by myself.* *4. Mona: It's so heavy.* *Kareem: Here. I'll take it.* *5. Mona: Look out! There's a box behind you!* *Kareem: Ahhhh!* *6. Teacher: What's going on in here?* *Kareem: We're cleaning up.* 2. Play the recording (second version of the conversation). Students listen. **B. Role-play the conversation.** Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and roleplay the conversation again.	**<u>Workbook</u>** <u>Page 1</u> **A. Fill in the blanks.** 1. What are you doing?/I'm **<u>helping</u>** Mr Khaled clean up the **<u>music</u>** room. 2. Do you **<u>want</u>** some help?/Sure. You **can** move the bass. 3. Look **out**! There's a **box** behind you!/Ahhhh! 4. What's **<u>going</u>** on in here?/We're **<u>cleaning</u>** up. **B. Read and match.** *Answer Key* 1. c 2. b 3. d 4. a	***<u>10MS</u>*** ***<u>20Ms</u>***

Activity	**Listen Carefully. Then complete.** 1. *Kareem is_____ Mr. Khaled.* 2. *Mona asks, "Do you want_____ help?"* 3. *Kareem wants Mona to put the bass by the_____.* 4. *The bass is_____.*	**Home-assignment**	**<u>Listen and circle.</u>** 1-A. Sure. You can carry the bag. B. There's a car behind you. 2- A. I 'll take it. B. We're cleaning up. 3-.A. Where can I put this bass? B. Do you need any help? 4-.A. Can you lift it by yourself? B. What are you doing?

<u>Self –evaluation :</u>

Date	Class	Period

Subject Matter

Unit: 6 **The School Concert**

Lesson: 2 Word Time

***S.B & W.B* Page 2**

Warm up **: Conversation Review: Listen and complete :**

Mona: Hi, Kareem! What are you …..?
Kareem: I'm ……. Mr Khaled clean up the music room. He's ………. ready for the concert.
Mona: Do you ……… some help?
Kareem: Sure. You can ………… the bass.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify new words " Musical instruments " - read new words - listen for specific information	✓ *Student's Book* page 2 ✓ *Work book* page 2 ✓ *Green Board* *- CD player* *- Picture Cards*	**Vocabulary :** Musical instruments (*tuba, flute, cymbals, drums, xylophone, electric keyboard, harp, cello, recorder, trumpet*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** : Musical instruments (*tuba, flute, cymbals, drums, xylophone, electric keyboard, harp, cello, recorder, trumpet*) **Talk About the Picture** : The students are playing a concert! Each student is playing a musical instrument. Ramy has a tuba. Laila is really hitting the drums. Kim is playing the xylophone and Mike is playing an electric keyboard. This boy and girl are holding cymbals. These boys are playing violins. Samy and his friend are playing flutes. Sarah is blowing a trumpet. Samir is playing the harp and crying. Ola is quietly playing the cello. **Practise the Words** : **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *Flute./Cymbals./Recorder./Cello. /Xylophone. / Drums. Trumpet. /Harp. /Electric keyboard. Tuba.* *Now listen and point to the speakers.* A: *Mum, I have a stomach ache.* (boy and mother in front row of audience) B: *How many bottles of water did you have at dinner?* A: *Three.* B: *Oh, dear.* A: *Hi. Is Yasser there? He isn't? Can you take a message? This is Basma Ahmed.* (woman talking on mobile phone and man in front row of audience) B: *Sh! Be quiet!* A: *Sorry!* A: *I like playing the violin, but I don't practice enough.* (two boys on left playing violins) B: *Well, practice makes perfect!* A: *Do you want to practice together?* B: *Sure*	**Workbook Page 2** **A. Look and write.** *Answer Key* 1. This is a tuba. That's a flute. 2. This is a cello. That's a recorder. 3. This is an electric keyboard. That's a xylophone. 4. This is a harp. That's a trumpet. 5. These are drums. Those are cymbals	*5 MS* *10Ms* *15Ms*

Activity	**Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you like to play the _____ ?* in a row at the top of the paper. Then they write a list of six musical instruments along the left side of the paper.	**Home-assignment**	**WB page 2 Ex: B. Look and write.** **]Punctuate the following sentences :** 1- – what re you doing, kareem 2- sameh s uncle lives in cairo

Self –evaluation :

Date	Class	Period
	6/1	

Subject Matter
Unit: 6 The School Concert
Lesson: 3 Focus time

Warm up : Word Review: Revise the musical instruments. Ask students to identify the musical instruments.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify adverbs of manner - ask wh- questions using how - Describe how actions were performed *- revise the past simple*	✓ *Student's Book* page 3 ✓ *Work book* page 3 ✓ *White Board* ✓ *White Board marker*	**Structures** **Adverbs of manner** (*well, badly, quietly, loudly, quickly, slowly, happily, sadly*) **Wh- questions with how;** simple past tense [*How did (he) play the (tuba)? (He) played the (tuba) (well).*] **Function:** Describing how actions were performed in the past	❖ *Co-operativeWork* ❖ *Brain Storming* ❖ *Problem Solving*	**Part 1: Introduce the Words** Write very neatly on the board and say *I'm writing well.* Students copy your actions and words. **Practise the Words** Students open their Student's Books to page 3. **A. Listen and repeat.** Play the CD Player. Students listen and repeat each word. **B. Listen and repeat.** 1. Write the text from the pattern boxes on theboard. Then play the recording, pointing to each word. Students listen. **C. Look at page 2. Listen and point.** Play the CD. Students look at page 2	**Workbook page 3** **Ex A : Read and write** 2-bad - badly 3. slow slowly 4. loud loudly 5. quick quickly 6. sad sadly 7. happy happily 8. good well **B. Look and circle the correct word.** 1. He plays the drums quickly. 2. She plays the harp sadly. 3. They play the tuba loudly. 4. I play the cello badly. **C. Read and write.** 1. How did he play the tuba? He played the tuba well. 2. How did he play the harp? He played the harp happily. 3. How did they play the cymbals? They played the cymbals loudly. 4. How did she play…	***10MS*** ***20Ms***

Activity	**Make the Sentences.** Do the activity using *I, He, She, We, They, you, he, she,* and *they* grammar cards and Unit 6 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.	**Home-assignment** **Circle the odd word and replace it with a correct one** I- tuba - water - flute – drums 2-make - practice - cello – have 3-trumpet - harp - dear – xylophone 4-like - flute - play - want	**Self –evaluation :**

Date	Class	Period

Subject Matter
Unit: 6 The School Concert
Lesson: 4 Practice Time
***S.B & W.B* Page 4**

Warm up **Pattern Review: How Did You Play the Flute?** Write How did they play the flute? *They played the flute well.* on the board. Point to each sentence and have students read it. Then say *they, drums.* Students say *How did they play the drums?* Say *loudly* and have students say *They played the drums loudly.* Continue in the same way for three to four minutes.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise adverbs of manner; *Wh*-questions with how - use simple past tense - describe how actions were performed in the past	✓ *Student's Book* page 4 ✓ *Work book* page 4 ✓ *Green Board* *- CD player*	**Structures:** Adverbs of manner; *Wh*-questions with how; simple past tense [*How did (he) play the (recorder)? (He) played the (recorder) (sadly)*.] **Function:** : Describing how actions were performed in the past	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ Chants ❖ Pair work	**Practise the Patterns** Students open their Student's Books to page 4. **A. Listen and repeat. Then Practise with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. Students practice numbers 1–8 in pairs. A: *How did he play the recorder?* B: *He played the recorder sadly.* **B. Look at page 2. Practise with a partner.** Students remain in pairs and look at page 2. They then take turns asking and answering questions about buildings and structures in the large scene using the target patterns and vocabulary items. **C. Listen and chant.** Students turn to the *How Did She Play the Flute?* chant on page 37. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**Workbook** Page 4 **A. Read and tick.** *Answer Key* 1. second picture 2. second picture 3. first picture **B. Write the questions and answers. Then number the pictures.** *Answer Key* 1. How did she play the flute? She played the flute sadly. 2. How did you play the trumpet? I played the trumpet well. 3. How did he play the drums? He played the drums quickly. 4. How did you play the recorder? We played the recorder happily. The pictures are numbered: 3, 2, 1, 4	*5 MS* *15Ms* *10Ms*

Activity	**From Words to Sentences.** Write *Happy. I play the trumpet happily.* on the board. Point to the word and sentence and have students read them. Then hold up the *drums* and *loudly* picture cards. Students say Loud. *I play the drums loudly.* Continue in the same way	**Home-assignment**	Write a letter to your friend Adel telling him about your first day at school. [Your name is Magdy and you live at 70, El-Salam Street, Damanhour.]

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 6 The School Concert
Lesson: 5 Reading Time
S.B & W.B Page 5

Warm up **Pattern Review: How Did You Play the Flute?** Write How did they play the flute? *They played the flute well.* on the board. Point to each sentence and have students read it. Then say *they, drums.* Students say *How did they play the drums?* Say *loudly* and have students say *They played the drums loudly.* Continue in the same way for three to four minutes.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson , students will be able to : - read a concert review in a newspaper	✓ *Student's Book* page 5 ✓ *Work book* page 5 ✓ *White board* ✓ *White board marker*	**New Words :** *performance* *last* *second* *perform* *play* *hit* *chorus* *orchestra* *soloist* *after*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Discussion*	**Introduce the Reading** Write the new words in a column on the board. Point to and read each word before explaining its meaning. Give examples for the new words **Practise the Reading** **A. Listen and read along.** 1. Play the recording. Students listen and read along in their Student's Books. **B. Listen and circle True or False.** 1. Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not. *Answer Key:* 1. False 2. True 3. False 4. False **C. Read the question. Write the answer.** *Answer Key:* 1. When was the performance? The performance was last night. 2. Who sang songs? The chorus sang songs. 3. What did the orchestra perform? The orchestra performed music by Bach and Beethoven. 4. What kind of party did the school have? The school had a pizza party.	**Workbook** Page5 **A. Read.** **B. Read and** *Number 1* and *Answer Key* 1. The teachers at Lovetown School gave their autumn performance. 2. Omar Khaled sang with the teachers' chorus. He was the soloist. 3. The teachers' orchestra performed music by Mozart and Chopin. 4. There was a spaghetti dinner at Big Mama's after the performance. . *Answer Key* 1. Who performed the play? The first year teachers performed the play. 2. How did Omar Khaled sing? He sang well. 3. Where was the spaghetti dinner? It was at Big Mama's Restaurant. 4. When did the teachers give their autumn performance? The teachers gave their autumn performance last night.	*10MS* *20Ms*

Activity	**Complete:** *The students at Sunnyville School _____. Students in the first and second years _____. The chorus _____. The orchestra _____. Youssef Hamdy _____. After the performance _____.*	**Home-assignment** Write a letter to your friend Amir telling him about the schoolconcert . [Your name is Hany and you live at 10 Tahrir Street, Cairo

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 6 The School Concert

Lesson: 6 Your time

SB page 6 WB page 6

***Warm up*:** **Reading Review: Listen and Read.**
Play the CD of the Unit 6 reading. Students listen. Then volunteers open their Student's Books to page 5 and read the story, one sentence per student.

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Presentation***	***Assessment***	***Time***
By the end of the lesson , students will be able to : - Personalise musical language and adverbs - revise the previously learned items	✓ *Student's Book* page 6 ✓ *Work book* page 6 ✓ *Green board* ✓ *CD player*	**Language Focus:** Personalising musical language and adverbs	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Lesson** Ask students five to six questions that have adverbs (see Suggested Questions below). Suggested Questions: *Do you like to play the drums loudly?* *How often do you walk to school quickly?* *Can you play the piano well?* *Do you like to ride your bike slowly?* *Do you ever drink tea quickly?* *How often do you listen to pop music loudly?* **Practise the Lesson** Students open their Student's Books to page 6. **A. Listen and answer the questions.** Answers will vary. **B. Pairwork. Write. Then ask your partner.** .	**Workbook** Page 6 **A. Read and check Yes or No.** *Answer Key* Answers will vary **B. Write and draw.***Answer Key* Answers will vary.	***15MS*** ***20Ms***

Activity	***Find someone who...*** *...likes to play the flute. ...can play the electric keyboard.* *...plays the trumpet every day. ...plays the tuba loudly.*	**Home-assignment**	**Student book** Page 6 **C. Choose the correct answer from a, b, c or d**

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 7 Zoo Animals Escape!

Lesson: 1 Conversation Time

***S.B & W.B* Page:** 7

Warm up: **Review: Quietly and Quickly.** Ask *What can youdo quietly?* and have several students respond. Then ask *Do you like walking quickly?* and have several students respond.

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Presentation***	***Assessment***	***Time***
By the end of the lesson , students will be able to **:** - make an emergency telephone call - identify speakers in a conversation	✓ *Student's Book* page7 ✓ *Work book* page7 ✓ *Green board* ✓ *CD player*	**Language Focus:** Making an emergency telephone call 1. 122. What's the emergency?/Help! There's something in my garden! 2. *What* is it?/I think...I think it's a *wild* animal! I can see its *eyes*! 3. What's your name and address?/Ahmed Samy. 49 El Salam Street. 4. What should I do?/Stay calm. I'm sending an officer now.	❖ *Brain Storming* ❖ *Role-play* ❖ *Problem Solving*	**Introduce the Conversation:** 122: Say 122 is the telephone number you call Egypt to get help from police officers or firefighters, and for a fast ride to the hospital. **Talk About the Picture:** Students open their Student's Books to page 7.Ask questions about the picture *Who is calling 122?* *Why is Ahmed calling 122?* *Where are Ahmed's parents?* *What does the Dan operator do?* *Who comes to help Ahmed?* *Was there a wild animal in the garden?* *What was in the garden?* **Practise the Conversation :** **A. Listen and repeat. Point to the speakers. Then listen again** Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker. **B. Role-play the conversation** Divide the class into groups of four. Using their Student's Books for reference, each group roleplays the conversation.	**WORKBOOK page 7** **A. Write and match** *Answer Key* 1. 122. What's the **emergency**?/Help! There's something in my **garden**! 2. ***What*** is it?/I think...I think it's a ***wild*** animal! I can see its ***eyes***! 3. What's your name and **address**?/Ahmed Samy. 49 El Salam Street. 4. What should I do?/Stay **calm**. I'm sending an **officer** now. **B. Look at A. Choose the ci\orrect answer from a, b, c or d.** *Answer Key* 1. b)garden 2. a)lives 3. c) calm 4. d)an officer	***10MS*** ***10Ms*** ***20Ms***

Activity	**Complete:**1. *Ahmed's address is _____ El salam street.* 2. *Ahmed's parents went to a _____.* 3. *Ahmed is _____ his little sister.* 4. *There wasn't a wild animal. It was _____.*	**Home –assignment :Choose1** –(Stays- Stay –To stay – Staying)calm, please.2.Whats your (name – job – number _ address_ -122Taher Street. 3.- What should I (do – does – did – doing)? 4- I'm (send – sent – sending – sends) an officer now.	***Self-evaluation :***

Date	Class	Period

Subject Matter
Unit: 7 Zoo Animals Escape!
Lesson: 2 Word Time
S.B & W.B Page: 8

***Warm up*: Cconversation Review: Listen and complete.** 1. 122. What's the **………..**?/Help! There's something in my **……**!
2. **………..** is it?/I think...I think it's a **…………** animal!

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Presentation*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - identify new words" nature"	✓ *Student's Book* page 8 ✓ *Work book* page 8 ✓ *Green board* ✓ *CD player*	Vocabulary **Wild animals** (*tiger, eagle, panda, bear, kangaroo, parrot, deer, camel, lion, giraffe*)	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving*	**Introduce the words:** 1. tiger 2. eagle 3. panda 4. bear 5. kangaroo 6. parrot 7. deer 8. camel 9. lion 10. giraffe **Talk About the Picture:** 1. Students open their Student's Books to page 8. They look at the large scene and identify anything they can, using complete sentences wherever possible. Look! These wild animals escaped from the zoo. They are in town, but the people don't see them. The people are busy *talking on the phone, reading a newspaper*, and *watching TV*. **Practise the words :** **A. Listen and repeat.** 1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box. **B. Point and say the words.** Students point to each of the target vocabulary items in the large scene and name them. **C. Listen and point.** Play the recording. Students listen to the words. For the vocabulary, they point to the named item	**WORKBOOK page8** **A. Look and write.** *Answer Key* 1. The **eagle** is flying. 2. The **bear** is eating a fish. 3. The **lion** is taking a nap. 4. The **panda** is eating leaves. **B. Read and circle the correct words.** *Answer Key* 1. The **eagle** is faster than the **parrot**. 2. The **kangaroo** is slower than the **deer**. 3. The **deer** is bigger than the **kangaroo**. 4. The **tiger** is smaller than the **deer**.	*10MS* *10Ms* *20Ms*

Activity	**True or False?** *A bear is bigger than a parrot. A lion is faster than a camel. / An eagle is bigger than a giraffe. / A bear is faster than a tiger. / A kangaroo is smaller than a parrot*	**Home –assignment :Circle the odd one out and replace it :** 3) quickly – ugly – well – sadly ……………………… 4. eighty twenty forty thirsty ……………. 1. panda kangaroo parrot camel ……………. 5. piano English drums violin ……………. 2) kangaroo – bear – bowl – lion …………………	*Self-evaluation :*

Date	Class	Period

Subject Matter
Unit: 7 Zoo Animals Escape!
Lesson: 3 Focus Time
S.B & W.B **Page:** 9

***Warm up*: Vocabulary Review: Point and Say.** Stand the Unit 7 Word Time Picture Cards on the chalktray. Point to each card and elicit its name.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson , students will be able to : - Simple past tense of movement verbs - Past tense continuous; *when* clauses - express actions that were in progress in the past	✓ *Student's Book* page 9 ✓ *Work book* page 9 ✓ *Green Board* *- CD player*	**Structures:** Simple past tense of movement verbs (*run ran, walk walked, fly flew, hop hopped* Past tense continuous; *when* clauses [*What (were) (you) doing when the (Camel) (walked) by? (We) (were) (washing the car) when the (Camel) (walked) by.*] **Function:** Expressing actions that were in progress in the past	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work* ❖ self-learning ❖ *Chants*	**Part 1: Introduce the Words** run ran, walk walked, fly flew, hop hoppe **Practise the Words** Students open their Student's Books to page 9. **A. Listen and repeat.** Play the recording. Students listen and repeat each word. **Part 2: Introduce the Patterns** 1. (He) was (reading a newspaper). 2. What was (he) doing? 3. What was (he) doing when the (tiger) (ran) by? (He) was (watching TV) when the (tiger) (ran)by. 4. What were (they) doing when the (tiger) (ran) by? (They) were (watching TV) when the (tiger)(ran) by. 5. Practice for Fluency. **Practise the Patterns** **B. Listen and repeat.** 1. Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen. 2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word. 3. Students work with partners to say the question and answers, while looking at the pattern boxes in their books. **C. Look at page 8. Listen and point.** A: What were they doing when the Lion walked by? B: They were feeding the birds when the Lion walked by. A: What was he doing when the parrot flew by? B: He was reading a newspaper when the parrot flew by. A: What was she doing when the camel walked by? B: She was putting on make-up when the camel walked by	**Workbook** Page 8 **A. Look and write.** *Answer Key* 1. The **eagle** is flying. 2. The **bear** is eating a fish. 3. The **lion** is taking a nap. 4. The **panda** is eating leaves. **B. Read and circle the correct words.** *Answer Key* 1. The ***eagle*** is faster than the ***parrot***. 2. The ***kangaroo*** is slower than the ***deer***. 3. The ***deer*** is bigger than the ***kangaroo***. 4. The ***tiger*** is smaller than the ***deer***.	*5MS* *10Ms* *10Ms* *10Ms*

Activity	**Drill.** Say *walk*. Students say its simple past form, *walked*. Do the same with *run, hop*, and *fly*. Then do the activity again, having a contest to see who can first correctly say and spell the simple past.	**Home –assignment :** Re-arrange1.was – when – the bear - What - he – walked – doing – by? **Choose** 7. I was watching TV when my fathera) came b) come c) comes d) was coming8. Were you playing football yesterday ? – Yes, I……. . a) am b) was c) were d) played	*Self-evaluation :*

Date	Class	Period

Subject Matter

Unit: 7 Zoo Animals Escape!

Lesson: 4 Practice Time

***S.B & W.B* Page:** 10

***Warm up*: Pattern Review: Ask and Answer.** Write *What was she doing when the panda ran by? She was chopping vegetables when the panda ran by.* on the board.

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Presentation***	***Assessment***	***Time***
By the end of the lesson , students will be able to : - practise Simple past tense of movement verbs; past tense continuous; when clauses - express actions that were in progress in the past	✓ *Student's Book* page 10 ✓ *Work book* page 10 ✓ *Green board* ✓ *CD player*	**Language Focus:** Simple past tense of movement verbs; past tense continuous; when clauses [*What (were) (you) doing when the (bear) (walked) by? (I) (was) (chopping vegetables) when the (bear) (walked) by.*] **Function:** Expressing actions that were in progress in the past	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving*	**<u>Practise the Patterns</u>** Students open their Student's Books to page 10. **A. Listen and repeat. Then Practise with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. A: *What were you doing when the bear walked* **B. Look at page 8. Practise with a partner.** Students remain in pairs and look at page 44. They then take turns asking and answering questions about the large scene. **C. Listen and chant.** 1. Students turn to the *What Were You Doing?* chant on page 76.	**<u>WORKBOOK page10</u>** **Write the questions and answers.** *Answer Key* 1. What was she doing when the tiger ran by? She was buying groceries when the tiger ran by. 2. What was she doing when the deer walked by? She was doing the laundry when the deer walked by. 3. What was he doing when the parrot flew by? He was taking out the rubbish when the parrot flew by. 4. What were they doing when the kangaroo hopped by? They were reading a newspaper when the kangaroo hopped by. 5. What was he doing when the camel ran by? He was taking a nap when the camel ran by.	***30MS***

Activity	**What Were You Doing?** Ask *What were you doing when the phone rang?*	**Home –assignment :1. I was watching TV when my father***a- came b- come c- comes d- coming***2. What were you ....?***a- does b- did c- do d- doing* **3. I was going to school when I ....my friend .***a- met b- meet c- meets d- meeting* **4. Were you ....football yesterday ? – Yes, I** *wasa- play b- playing c- played d- plays*
Self-evaluation :		

Date	Class	Period

Subject Matter
Unit: 7 Zoo Animals Escape!
Lesson: 5 Reading Time
S.B & W.B Page: 11

Warm up: Pattern Review: Chant. Play the Unit 7 chant, What Were You Doing? Students listen. Play the chant again and have students chant along.
2. Check the Homework

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson , students will be able to : - read an informational sign	✓ Student's Book page 5 ✓ Work book page 5 ✓ Green board ✓ Green board marker	**Language Focus:** Reading an information al sign ***New Words*** *giant* *fact* *about* *born* *weigh* *bamboo* *hibernate* *enAhmedg ered* *around* *alive*	❖ Brain Storming ❖ Problem Solving ❖ Discussion	**Introduce the Reading** Write the new words in a column on the board. Point to and read each word before explaining its meaning. Give examples for the new words **Practise the Reading** **A. Listen and read along.** 1. Play the recording. Students listen and read along in their Student's Books. **B. Listen and circle True or False.** 1 1. *When giant pandas are born, they weigh 80 kilos.* 2*. Giant pandas walk and run on two legs.* 3*. Giant pandas live in the mountains in China.* 4*. Giant pandas can climb trees, but they can't swim* *Answer Key:* 1. False 2. False 3. True 4. False **C. Read the question. Write the answer.** *Answer Key:* 1. How much do adult giant pandas weigh? Adults usually weigh 80 to 125 kilos. 2. What do giant pandas eat? They eat bamboo. 3. Why don't giant pandas hibernate? They don't hibernate because they have to eat 8 to 16 kilos of bamboo every day. 4. How many giant pandas are alive today? Around 700 to 1000 pandas are alive today.	**Workbook** Page5 **A. Read and fill in the blanks.** *Answer Key* - facts – born – weigh- eat - hibernate – endangered- alive **B. Read the question. Write the answer.** *Answer Key* 1. They weigh 60 to 150 kilos. 2. They eat everything: vegetables, fruits, nuts, leaves, fish, and meat. 3. Yes, they do. 4. Around 750,000 black bears are alive today.	*10MS* *20Ms*

Activity	**Discussion.** Spend four to five minutes discussing with students possible reasons why giant pandas are endangered	**Home-assignment** Write a letter to your friend Amir telling him about pandas . [Your name is Hany and you live at 10 Tahrir Street, Cairo

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 7 Zoo Animals Escape!

Lesson: 6 Your Time

***S.B & W.B* Page:** 12

***Warm up*: Reading Review:** Ask questions about the pandas. 1. How much do adult pandas weigh?
2. What do pandas eat?
4. How many pandas are alive today?

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Procedures*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - Personalise animal, movement, and past activity language - revise the previously learned language	✓ *Student's Book* page 12 ✓ *Work book* page 12 ✓ *Green board* ✓ *CD player*	**Language Focus:** Personalis-ing animal, movement, and past activity language	❖ *Brain Storming* ❖ *Pair work* ❖ *Problem Solving*	**Introduce the Lesson** Ask students five to six questions relating to animals, movement, and past actions (see Suggested Questions below). Suggested Questions: *What's your favourite animal?* *Did a parrot fly by you yesterday?* *Did you see a Camel running by last week?* *Do you like kangaroos?* *What were you doing at (9:00) last night?* *What were you doing at (9:00) this morning?* **Practise the Lesson** **A. Read and write the answers. Choose words from the box.** *Answer Key:* **Note:** Words in parentheses may vary. 1. What were you doing when the bear walked by? I was (ironing a shirt) when the bear walked by. 2. What were you doing when the deer ran by? I was (baking cookies) when the deer **B. Pairwork. Look at the questions in A. Ask your partner and write your partner's answers.** **C. Review. Read and write the answers.** *Answer Key:* Answers will vary.	**WORKBOOK page12** **A. Punctuate the following** **1- Black bears eat every thing.** **2- Are black bears heavy?** **B. Write questions and answers. Use each picture once.** *Answer Key* Answers will vary.	*10MS* *20MS*

Activity	**Class Interview.** Ask the class questions about the activities they did last Friday.	**Home –assignment** :Look at the picture and write a paragraph of 4 sentences to describe it	*Self-evaluation :*

Date	Class	Period

Subject Matter

Unit: 8 In Kindergarten

Lesson: 1 Conversation Time

S.B & W.B **Page:** 13

***Warm up*: Reading Review:** Ask questions about the pandas. 1. How much do adult pandas weigh?
2. What do pandas eat?
4. How many pandas are alive today?

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Procedures*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - encourage someone to try again - identify speakers in a conversation	✓ *Student's Book* page7 ✓ *Work book* page7 ✓ *Green board* ✓ *CD player*	**Language Focus:** Encouraging someone to try again	❖ *Brain Storming* ❖ *Role-play* ❖ *Problem Solving*	**Introduce the Conversation:** Set the scene and clarify meaning by saying Today we will learn about Mona and Kareem in the classroom when they were five years old . **Talk About the Picture:** *Who asks Mona to come to the front of theclassroom?* *What does the teacher want Mona to do?* *Why is Mona unhappy?* *What is Judy going to do?* *Is someone going to clean the board?* *What did Mona get on the homework?* **Practise the Conversation :** **A. Listen and repeat. Point to the speakers. Then listen again** Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker. **B. Role-play the conversation** Divide the class into groups of four. Using their Student's Books for reference, each group roleplays the conversation.	**WORKBOOK page 13** **A. Circle the mistakes and write.** *Answer Key* 1. Mona, please come to the chair. Mona, please come to the front. 2. Wrote the letter "d" on the board. Write the letter "d" on the board. 3. I don't know why. I'm good, Miss Dina. I don't know how. I'm sorry, Miss Dina. 4. That's okay. Let me showed you how. It easy. That's okay. Let me show you how. It's easy. 5. Yes, I can't. It's not hard. No, I can't. It's too hard. 6. Come one, Mona. Please give up. Come on, Mona. Don't give up. **B. Look at A. Read and write True or False.** *Answer Key* 1. False 2. True 3. False 4. False	10MS 10Ms 20Ms

Activity	**Role-play the conversation.**	**Home –assignment**: **Listen and complete.** Mona, ….. come to the ……/ …… the …… "d" on the ………/ . I don't know ……….. I'm ………., Miss Dina. That's ……… Let me ……….. you how.	*Self-evaluation :*

Date	Class	Period

Subject Matter

Unit: 8 In Kindergarten

Lesson: 2 Word Time

S.B & W.B **Page:** 14

***Warm up*: Cconversation Review: Listen and complete.** Mona, ….. come to the …../ ……… the ……… "d" on the ………/ . I don't know …………….. I'm ……….., Miss Dina. That's ……... Let me ……….. you how. It's …………… .

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Presentation*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - identify new words" activities" - read the new words	✓ *Student's Book* page 8 ✓ *Work book* page 8 ✓ *Green board* ✓ *CD player*	**Vocabulary** Activities (*say the alphabet, throw a ball, blow a bubble, count to ten, build a sand castle, spell a word, catch a butterfly, cut out a heart, peel an orange, speak English*)	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving*	**Introduce the words:** *say the alphabet, throw a ball,blow a bubble, count to ten, build a sand castle, spell a word, catch a butterfly, cut out a heart, peel an orange, speak English* **Talk About the Picture:** This is a kindergarten class. The children are only around five years old. Some of the children can spell, count, and play nicely. And some can't. Mike is counting happily. And Manal can speak English. But this girl can't cut out a heart. It's too hard for her. Samir can say the alphabet and This girl can blow a bubble. Ola can throw a ball. The girl is watching the boy peel an orange. But this boy can't catch a butterfly and Bill can't build a sand castle. **Practise the words :** **A. Listen and repeat.** 1. Play the recording. Students listen and repeat, pointing to each word in the vocabulary box. **B. Point and say the words.** Students point to each of the target vocabulary items in the large scene and name them. **C. Listen and point.** *Now listen and point to the speakers.* A: *What are you eating?* (boy peeling orange and girl) B: *A cookie. Do you want some?* A: *No, thanks. I'm going to eat this orange.* A: *Look out! There's a bee behind you!* (children in sandbox) B: *A bee? Where?* A: *It's behind you.* A: *How often do you get a haircut?* (Kareem and girl cutting out heart) B: *I get a haircut once a year. How about you?* A: *I get a haircut once a month*	**WORKBOOK page 14** **A. Look and write..** *Answer Key* 1. blow a bubble 2. peel an orange 3. speak English 4. say the alphabet 5. build a sandcastle 6. cut out a heart **B. What are they doing? Look and write.** *Answer Key* 1. He's throwing a ball. 2. She's counting to ten. 3. He's catching a butterfly. 4. She's spelling a word	*10MS* *10Ms* *20Ms*

Activity	**Personalise the Vocabulary.** Divide the class into pairs and give them three to four minutes to talk with their partners about things they liked and did not like to do when they were five years old .	**Home –assignment :Circle and replace:** 1- say – count – cut – heart ………2- sand –grass – plant – tree ………….. 3- alphabet – orange – banana- apple …….. 4- castle – house – build – school ……….5- butterfly – frog – ball – snake …………….	*Self-evaluation :*

Date	Class	Period

Subject Matter
Unit: 8 In Kindergarten
Lesson: 3 Focus Time
S.B & W.B Page: 15

Warm up: **Vocabulary Review: Ability.** Stand the Unit 8 Word Time Picture Cards on the chalktray. Randomly point to the cards and have students name the actions. Volunteers then make true sentences using the action words and *can/can't.* For example: *I can speak English. I can't catch a butterfly.*around the room in the same way .

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - use the verb be,can present and past tense - use when clauses affirmative and negative statements with *could* - express past ability and inability	✓ *Student's Book* page 15 ✓ *Work book* page 15 ✓ *Green board* ✓ *CD player*	**Structures** The verb be, present and past tense (*is, was*); can, present and past tense (*can, could*) When clauses; affirmative and negative statements with *could* [*When (I) (was) little, (I) could/couldn't (peel an orange).*] **Function:** Expressing past ability and inability	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving*	**Part 1: Introduce the Words** 1. (Mona) is tall. (Mona) was short. 2. (Kareem) can play basketball. (Kareem) could play basketball. 3. Practice for Fluency. **Practise the Words** **A. Listen and repeat.** Play the recording. Students listen and repeat each word. **Part 2: Introduce the Patterns** 1. When (I) was little, (I) could (count to ten). 2. When (I) was little, (I) couldn't (count to ten) 3. When (you) were little, (you) could (count to ten). 4. When (you) were little, (you) couldn't (count to ten). 5. Practice for Fluency. **Practise the Patterns** **B. Listen and repeat.** **C. Look at page 14. Listen and point.**	**WORKBOOK page 15** **A. Fill in the blanks.** *Answer Key* 1. He can play football. He can't play tennis. 2. He could throw a ball. He couldn't catch a ball. **B. Look and write. Use could and couldn't.** *Answer Key* 1. He could peel an orange. He couldn't blow a bubble. 2. She could build a sandcastle. She couldn't cut out a heart	10MS 10Ms 20Ms
Activity	**True Sentences.** Students use the target pattern to make true sentences about themselves.			**Home –assignment :WB:EX C. Read and write. Use could or couldn't**	***Self-evaluation :***	

Date	Class	Period

Subject Matter
Unit: 8 In Kindergarten
Lesson: 4 Practice Time
***S.B & W.B* Page 16**

Warm up **: Pattern Review: True Sentences.** Write *When my brother was little, he could spell a word.* on the board. Point to the sentence and have students read it. Then have students use this pattern to make positive true statements about people in their family. Allow students to use any verbs they know. Continue until most students have taken a turn.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise the verb be,can present and past tense - practise when clauses affirmative and negative statements with *could* - express past ability and inability	✓ *Student's Book* page 16 ✓ *Work book* page 16 ✓ *Green Board* *- CD player*	**Structures:** The verb *be*, present and past tense; *can*, present and past tense; *When* clauses; affirmative and negative statements with could [*When (I) (was) little, (I) (could) (say the alphabet*).] **Function:** Expressing past ability and inability	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Chants	**Practise the Patterns** Students open their Student's Books to page 16. **A. Listen and repeat. Then Practise with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. Students practise numbers 1–8 in pairs. *When I was little, I could say the alphabet.* **B. Look at page 14. Practise with a partner.** Students remain in pairs and look at page14. They then take turns asking and answering questions about buildings and structures in the large scene using the target patterns and vocabulary items. **C. Listen and sing along.** Students turn to the When They Were Little song on page 76. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**Workbook** Page 16 **.A. Read and tick True or False.** *Answer Key* 1. False 2. True 3. False 4. True **B. Look and write.** *Answer Key* 1. When he was little, he could say the alphabet. 2. When he was little, he could throw a ball. 3. When he was little, he couldn't catch a butterfly. 4. When he was little, he couldn't spell a word.	*5 MS* *15Ms* *10Ms*

Activity	**Draw and Tell.** Give students three to four minutes to illustrate two sentences made using the target pattern. .	**Home-assignment**	**Choose**1. I have English and maths (in – on – at) Monday .2. I go to school (to – by – for) bus .3. When I was fine , I (do – can – could) ride a bike . 4– When we (were-are – was – is)five, we could sing.

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 8 In Kindergarten
Lesson: 5 Reading Time
S.B & W.B Page 17

Warm up **: Pattern Review: True Sentences.** Write *They did the laundry by themselves. They didn't slice fruit by themselves.* on the board. Point to each sentence and have students read it. Then have each student say a true sentence about something he/ she or somebody in his/her family did or did not do by themselves yesterday.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - read a letter - learn new worrds	✓ *Student's Book* page 17 ✓ *Work book* page 17 ✓ *Green Board* *- CD player*	**Language Focus:** Reading a letter **Vocabulary** *move away* *miss* *kindergarten* *show* *funny* *enormous* *break* *make friends* *soon*	❖ *Discussion* ❖ *Problem Solving* ❖ *Aloud reading* ❖ self-learning	**Introduce the Reading.** Write the new words in a column on the board. /Point to and read each word before explaining its meaning. New Words *move away /miss / kindergarten / show / funny enormous / break / make friends soon* Students open their Student's Books to page 17. They look at the reading and pictures and talk about what they see. **Practise the Reading** **A. Listen and read along.** 1. Play the recording. Students listen and read along in their Student's Books. 2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence. 3. Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner. **B. Listen and circle True or False.** *1. Kareem and Mona saw Miss Dina on Sunday.* *2. Miss Dina showed them funny pictures.* *3. Adam could build enormous sand castles when he was little.* *4. Adam lives in Ireland.* *Answer Key:* 1. False 2. False 3. True 4. False **C. Read the question. Write the answer.** *Answer Key:* 1. Adam is Kareem's friend from kindergarten. 2. No, she was their kindergarten teacher. 3. He and Mona ate lunch, looked at old and listened to stories. 4. When Adam was little, he could build enormous sand castles.	**Workbook** Page 17 **A. Read. Then number the pictures in the correct order.** *Answer Key* 2, 1, 3, 6, 4, 5 **B. Read the question. Write the answer.** *Answer Key* 1. Sally forgot the grocery list and the money. 2. Sally ran home because she forgot the grocery list. or Sally ran home to get the grocery list. 3. Sally put the groceries in the basket.	*10MS* *20Ms*

Activity	**Use It in a Sentence.** Use the new words to make complete sentences : Supermarket/grocery list/ arrive /forget, forgot /go home get, got /trolley /checkout /pay, paid /leave, left	**Home-assignment**	**Write a letter of four sentences** to your friend Ali telling him about your kindergarten .Your name is Heba and you live at 22 Port Said street ,Kafr El.Dawar.

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 8 In Kindergarten
Lesson: 6 Your Time
S.B & W.B Page 18

Warm up **Reading Review: Listen and Read.** Play the recording of Kareem's letter. Students listen.
Then volunteers read the letter, one sentence per student.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Personalise actions in the past and ability/ inability language - revise the previously learnt items	✓ *Student's Book* page 18 ✓ *Work book* page 18 ✓ *Black Board* *- CD player*	**Language Focus:** Personalising actions in the past and ability/ inability language	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ Pair work	**Introduce the Lesson** Suggested Questions: *When you were seven, did you like to plant flowers?* *Did you like climbing trees when you were five?* *When you were little, could you ride a bike?* *Where did you live when you were eight?* *When you were little, did you ever take the bus?* **Practise the Lesson** **A. Listen and answer the questions.** 1. *When you were four, could you say the alphabet?* 2. *When you were seven, could you throw a ball?* 3. *When you were six, could you speak English?* 4. *When you were three, could you spell a word?* 5. *When you were two, could you build a sand castle?* *Answer Key:* Answers will vary. **B. Pairwork. What could you do when you were little? What couldn't you do? Fill in your chart. Then ask your partner.** Divide the class into pairs. Each student writes four things he/she can do by himself/herself in the You column of the chart. Next, each student asks his/her partner *What can you do by yourself?* and fills in the Your Partner column. Finally, each student tells the class about his/ her partner, using the information from his/her chart. For example: *(Mary) can (do the laundry) by (herself).* **C. Choose the correct answer from a, b. c or d** *Answer Key:* 1.c) couldn't 2.c) ride 3-b) saw 4- d)How	**Workbook** Page 18 **A. Draw some pies. Write a price for each pie. Then answer the questions.** *Answer Key* Answers will vary. **B. Answer the questions.** *Answer Key* Answers will vary.	*10 MS* *20Ms*

Activity	**Survey.** Students create a survey on a sheet of paper by writing *Name, Could,* and *Couldn't* in a row at the top of the paper. Students then work in groups of five to six taking turns	Home-assignment	**Work book C.** Punctuate the following 1. when i was five i could ride a bike. 2- when did mona visit rome

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 9 Cities Around the world

Lesson: 1 Conversation Time

***S.B & W.B* Page 19**

Warm up **Review: When You Were Little…** Write *When I was little, I could ride a bike.* on the board. Point to the sentence and have students read it. Then say *climb a tree* and have a volunteer say a true could or *couldn't* sentence using *climb* a *tree*. Continue in the same way for three to four minutes.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - interview an airline pilot - inquire about time & duration of activities in the past - identify speakers in a conversation	✓ *Student's Book* page 19 ✓ *Work book* page 19 ✓ *Black Board* *- CD player*	**Language Focus:** Interviewing an airline pilot **Function** inquiring about time & duration of activities in the past	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Introduce the Conversation** Set the scene and clarify meaning by saying *Laila and Ramy are writing for the school newspaper. They are talking with a pilot about her job. She flies all over the world.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat each word. **Practise the Conversation** **A. Listen and repeat. Point to the speakers. Then listen again.** 1. Laila: Captain Marwa, we'd like to interview you for our school newspaper. Could we ask you a few questions? Pilot: Sure. Go ahead. 2. Laila: How many female pilots work for your airline? Pilot: I think one third of the pilots are female. 3. Laila: Do you ever fly abroad? Pilot: Yes. I have an overseas flight once a month. 4. Ramy:Do you fly the plane by yourself? Pilot: No. I always have a co-pilot. 5. Ramy: Do you like being a pilot? Pilot: Yes, very much! 6. Laila: Thanks for your time, Captain Marwa. Pilot: My pleasure. **B. Role-play the conversation.** Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and roleplay the conversation again.	**Workbook** Page 19 **A. Read and number the sentences in the correct order.** *Answer Key* 3 Do you ever fly abroad? 7 Do you like being a pilot? 6 No. I always have a co-pilot. 4 Yes. I have an overseas flight once a month. 8 Yes, very much! 1 How many female pilots work for your airline? 5 Do you fly the plane by yourself? 2 I think one third of the pilots are female.	***10MS*** ***20Ms***

Activity	**True/False/I Don't Know.** *Captain Marwa drives a train. Captain Marwa flies a plane three times a week. / Laila and Ramy like Captain Marwa. / Captain Marwa likes being a pilot. / Laila and Ramy are writing an article for their school newspaper. / Captain Marwa flies by herself every day.*	**Home-assignment**	**Workbook Page 19** **EX B. Look at A. Answer the questions.** Re- arrange:1- being – like – **Do** – a pilot ?2-abroad – ever – you – **Do** – fly ? 3 - fly – the plane – Do – yourself – you – by ? 4 - think – I – female – one third of – the pilots – are.

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 9 Cities Around the world

Lesson: 2 Word Time

***S.B & W.B* Page 20**

Warm up **: Conversation Review: Say It Together.** Play the recording of the Unit 9 conversation. Students listen. Then, using their Student's Books for reference if necessary, students on the right and left sides of the classroom say alternate lines of the conversation.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify new words " Cities " - read new words - describe a scene	✓ *Student's Book* page 20 ✓ *Work book* page 20 ✓ *Green Board* *- Picture Cards* *- CD player*	**Vocabulary** Cities (Rome, Cairo, Tokyo, London, Seoul, New York City, Paris, Honolulu, San Francisco, Hong Kong)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Coopera-tive learning* ❖ self-learning	**Introduce the Words** : Rome, Cairo, Tokyo, London, Seoul, New York City, Paris, Honolulu, San Francisco, Hong Kong) **Talk About the Picture** : Two pilots are visiting the classroom. There is a big map on the wall. Do you know the names of the cities? Here's Rome. It's in Italy. Here's Tokyo, and here's Cairo. Can you see Seoul? New York City, San Francisco, and Honolulu are all in the U.S.A. **Practise the Words** : **A. Listen and repeat.** 1.Play the recording. Students listen and repeat, pointing to each word. 2. Say the words in random order. Students point to them. **B. Point and say the words.** Students point to the items in the large scene and name them. **C. Listen and point.** *Tokyo./ San Francisco. / Cairo. /Paris. / Hong Kong. Honolulu. / London. / New York City. / Seoul. / Rome.* *Now listen and point to the speakers.* A: *What a cool plane!* (boy holding plane and friend) B: *I want to see it.* A: *No.* B: *Come on! Let me see it.* A: *I can't lift this by myself. It's so heavy.* (Kareem and girl) B: *Here, let me help you.* A: *Thanks.* A: *Do you ever fly at night?* (Mona and malepilot) B: *Yes, I often fly at night. I need a lot of coffee.* A: *How much coffee do you have?* B: *I usually drink four cups of coffee.*	**Workbook** Page 20 **A. Write the names of the cities.** *Answer Key* 1. Tokyo 2. Honolulu 3. San Francisco 4. Rome 5. Paris 6. Cairo 7. London 8. Seoul 9. New York 10. Hong Kong **B. Write the questions and answers.** *Answer Key* 1. Where is she from? She's from Paris. 2. Where is she from? She's from Rome. 3. Where is he from? He's from Honolulu. 4. Where is he from? He's from Cairo. 5. Where is she from? She's from London. 6. Where is he from? He's from Tokyo.	*5 MS* *15Ms* *15Ms*

Activity	**Draw a Map.** Divide the class into pairs. Each student in the pair takes three to four minutes to trace the map of the world from Student's Book page 20, placing dots where the cities are (but not writing the city names). Each student then gives his/her partner the map he/she drew. Students then fill in the city names. Partners check each other's work.	**Home-assignment**	Choose:[1] A ……… helps the pilot on a plane .**a) farmer b) musician c) vet d) copilot** \[2] Smith is ……………. America .**a) of b) off c) from d) on** [**3**] He is French. He is from …………….**a) Rome b) Paris c) Orlando d) Tokyo** [**4**] …………. is the capital of Egypt.**a) Rome b) London c) Cairo d) Paris**

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 9 Cities Around the world
Lesson: 3 Focus Time
S.B & W.B Page: 15

***Warm up*: Vocabulary Review: I Went to (Rome) on Friday.** Students open their Student's Books to page 20 and take 30 seconds to study the map. Then say *I went to Rome on Friday. Where did you go?* A volunteer begins by saying *I didn't go to Rome. I went to (Hong Kong).* Students continue

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Procedures*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - revise the months of the year - Inquire about the time and duration of activities in the past	✓ *Student's Book* page 21 ✓ *Work book* page 21 ✓ *Green board* ✓ *CD player*	**Structures** Months (*January, February, March, April, May, June, July, August, September, October, November, December*) *Wh*- questions with *when* and *how long [When did (he) go to (Hong Kong)*? (*He*) went in (*April*). *How long (was) (he) there? (He) (was) there for (one week).*] **Function:** Inquiring about the time and duration of activities in the past	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving*	**Part 1: Introduce the Words** Months (*January, February, March, April, May,June, July, August, September, October, November, December*) *Wh*- questions with *when* and *how long [When did (he) go to (Hong Kong)*? (*He*) went in (*April*). *How long (was) (he) there? (He) (was) there for (one week).*] **Practise the Words** **A. Listen and repeat.** Play the recording. Students listen and repeat each word. **Part 2: Introduce the Patterns** 1. **When did (he) go to (Rome)? (He) went in (April).** 2. **How long was (he) there? (He) was there for (one week).** 3. **How long were (they) there? (They) were there for (one week).** 4. **Practice for Fluency.** **Practise the Patterns** **B. Listen and repeat.** **C. Look at page 20. Listen and point.**	**WORKBOOK page 21** **A. Connect the months in order.** Start January February May June Finish December May April July November April June March October April August November May July September August September **B. Read and write.** *Answer Key* 1. When did they go to Paris? They went in May. 2. When did they go to Rome? They went in November. 3. When did they go to Seoul? They went in September.	*10MS* *10Ms* *20Ms*

Activity	**Months:** *When does school start?* *When is our (Summer) vacation?* *When does the New Year start?* *When is (The mother's day)?* *When is your mother's birthday?*	**Home –assignment :Punctuate :** 1- was ali born in april 2-when did hani go to paris	*Self-evaluation :*

Date	Class	Period

Subject Matter
Unit: 9 Cities Around the world
Lesson: 4 Practice Time
S.B & W.B Page: 22

***Warm up*: Pattern Review:**
When did you go to Rome?
How long were you there?

Learning Objectives	*Teaching aids*	*Content*	*Teaching Strategies*	*Presentation*	*Assessment*	*Time*
By the end of the lesson , students will be able to : - practise *Wh-* questions with *when* and *how long* -Inquire about the time and duration of activities in the past	✓ *Student's Book* page 22 ✓ *Work book* page 22 ✓ *Green board* ✓ *CD player*	**Structures** *Wh-* questions with *when* and *how long* [*When did (you) go to (San Francisco)? (I) went in (March). How long (were) (you) there? (I) (was) there for (two days).*] **Function:** Inquiring about the time and duration of activities in the pas	❖ *Brain Storming* ❖ *Cooperati-ve learning* ❖ *Problem Solving* ❖ *Chants* ❖ *Discussion*	**Practise the Patterns** Students open their Student's Books to page 22. **A. Listen and repeat. Then Practise with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. A: *When did you go to San Francisco?* B: *I went in March.* A: *How long were you there?* B: *I was there for two days* **B. Look at page 20. Practise with a partner.** Students remain in pairs and look at page 20. They then take turns asking and answering questions about the large scene. **C. Listen and chant.** Students turn to the When Did You Go to Paris? chant on page 39. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**WORKBOOK page22** **A. Write the questions and answers.** *Answer Key* 1. When did she go to San Francisco? She went in October. How long was she there? She was there for two weeks. 2. When did he go to Rome? He went in August. How long was he there? He was there for five days. 3. When did they go to Tokyo? They went in April. How long were they there? They were there for eight days. **B. Read the question. Write the answer.** 1. He was there for one month. 2. She went in June. 3. She was there for two weeks. 4. He went in March	*30MS*

Activity	**Complete the Dialogue**.A: *When did you go to ___?* B: *I went in _____.* A: *How long were you there?* B: *I was there for _____.*	**Home –assignment :Choose:** 1- How **(long- often- many –much)** were you there? 2- I was there (in - for – at – on) eight days. 3- When (did – do – does – is) you go to Honolulu? 4. Did he go (sailing – sail – to sail – sailed)?	***Self-evaluation :***

Date	Class	Period

Subject Matter
Unit: 9 Cities Around The World
Lesson: 5 Reading Time
S.B & W.B Page: 23

Warm up: **Pattern Review: Dictation.** Students open their Student's Books to page 58 and look at the pattern boxes for about 22 seconds. They then close their books. Say *When did you go to San Francisco?* Students write the question on a piece of paper, using correct capitalization and punctuation

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson, students will be able to : - read a tourist brochure - read the new words	✓ Student's Book page 23 ✓ Work book page 23 ✓ Green board ✓ CD player	**Language Focus:** Reading a tourist brochure **Vocabulary** million world most exciting thousand opera jazz available information rent	❖ Brain Storming ❖ Cooperati-ve learning ❖ Problem Solving ❖ Discussion	**Introduce the Reading** Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. **Practise the Reading** Students read the brochure silently to themselves. **A. Listen and read along.** Play the recording. Students listen and read along in their Student's Books. **B. Listen and circle True or False.** 1. *People visit New York City because it's one of the world's most exciting places.* 2. *There are 80 thousand restaurants in New York City.* 3. *Carnegie Deli is the world's largest department store.* 4. *When you're in New York City, you can take a boat tour.* *Answer Key:* 1. True 2. False 3. False 4. True **C. Read the question. Write the answer.** *Answer Key:* 1. How many museums are in New York City? There are 150 museums in New York City. 2. Why do people visit New York City? People visit New York City because it's one of the world's most exciting places. 3. What kinds of tours are available? Walking tours, boat tours, and bus tours are available daily. 4. What is the "Big Apple"? New York City is the "Big Apple."	**WORKBOOK page 23** **A. Read.** Students read the travel brochure. **B. Read and match.** *Answer Key* 1. There are 100 thousand/hotel rooms in Orlando. 2. There are 82/parks in Orlando. 3. Over 35 million people/visit Orlando every year. 4. There are hundreds of/shops in Orlando. **C. Read and circle True or False.** *Answer Key* 1. True 2. False 3. True 4. False	10MS 20Ms

Activity	**Name the Place** Suggested Descriptions: *An exciting city in America (New York City)* *A tall statue in New York (the Statue of Liberty))*	**Home –assignment** : Write a letter to your friend Hany telling him about Alexandria. **Your** name is Sameh and you live at 10 El Nasr Street, Damanhour.	Self-evaluation :

Date	Class	Period

Subject Matter

Unit: 9 Cities Around The World

Lesson: 6 Your Time

***S.B & W.B* Page 24**

Warm up **Reading Review: Complete the Sentence.**

Read the Unit 9 reading slowly, pausing before different words. Students say the missing words. For example: Say *Over 30 million people visit _____ every year.* Students say New York City. Students may use their Student's Books for reference if necessary

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Personalise travel and time language - revise the previously learnt items	✓ *Student's Book* page 24 ✓ *Work book* page 24 ✓ *Green Board* *- CD player*	**Language Focus:** Personalising travel and time language	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ Pair work	**Introduce the Lesson** Suggested Questions: *What time did you eat breakfast today?* *Did you visit your grandparents on Saturday?* *Did you go on a trip last August?* *Do you ever go to the beach in December?* *Do you ever go skiing in Lailauary?* **Practise the Lesson** **A. Listen and answer the questions.** 1. *What time did you eat lunch yesterday?* 2. *What time did you do your homework yesterday?* 3. *Did you go to the beach in July?* 4. *Did you go to Sharm El Sheikh in August?* *Answer Key:* Answers will vary. **B. Pairwork. Read the questions. Write the answers. Then ask your partner.** Divide the class into pairs. Each Divide the class into pairs. Each student fills in the information in the *You* column, then asks his/her partner the questions and fills in the *Your Partner* column. At the end, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *(Bahaa) went to Aswan on his favourite trip. He went in September. He was therefor two weeks.* **C. Review. Read and write.** Students read each question and write an answer based on their own knowledge and experience. *Answer Key:* Answers will vary.	**Workbook** Page 24 **A. Write the months in order. Write what you like to do in each month.** *Answer Key* 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December Sentences will vary. **B. What's your favourite month? Why? Draw and write.** *Answer Key* Answers will vary.	*10 MS* *20Ms*

Activity	**Survey.** Students create a survey on a sheet of paper by writing *Name, Could,* and *Couldn't* in a row at the top of the paper. Students then work in groups of five to six taking turns	**Home-assignment**	***Re-arrange***: 1.visit – City – **Why** – people – York – do – New ? 2. "Big – the – Apple" – **What** – is ? 3. there – long – you – were – **How** ?

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 10 At School
Lesson: 1 Conversation Time
S.B & W.B Page 25

Warm up **Review: When?** Ask *What time did you go home yesterday?* and have several students respond. Then ask *What time did you talk on the phone yesterday?* and have several students respond. Do the same with *When do you do your homework?*
- Check the letter(Home –assignment)

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - discuss yesterday's TV programmes - express conditions, emotions and attitudes - identify speakers in a conversation	✓ *Student's Book* page 25 ✓ *Work book* page 25 ✓ *Green Board* *- CD player*	**Language Focus:** Discussing yesterday's TV programmes	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Introduce the Conversation** Set the scene and clarify the meaning. Say *Sarah and Noha are talking about TV programmes. Sarah saw one about animals in Africa.* Then introduce the new phrase by writing it on the board. Point to and read the words before explaining their meaning. Students repeat the phrase. **Practise the Conversation** **A. Listen and repeat. Point to the speakers. Then listen again.** 1. Play the recording (first version of the conversation). Students listen and repeat, pointing to each speaker. 1. Sarah: *Where were you yesterday afternoon?* Noha: *At Mona's house. We were watching TV.* 2. Sarah: *What was on?* Noha: *A programme about animals in Africa.* 3. Sarah: *Aw, I missed it. Was it good?* Samy: *Yeah, it was. The gorillas were really cool.* 4. Sarah: *Did you watch the football match last night?* Noha*: No, my mum was watching the news. Besides, I don't like watching football matches on TV.* 5. Sarah: *Me, neither. It's not as fun as watching a real game.* Noha: *Hey! There's a good film on tonight. Do you want to come over?* 6. Sarah: *I can't. My mum won't let me watch TV on a school night.* Noha: *Too bad. Oh! There's the bell. Time for class!* 2. Play the recording (second version of the conversation). Students listen. **B. Role-play the conversation.** Students choose a partner and, using their Student's Books for reference, role-play the conversation. They then change roles and roleplay the conversation again	**Workbook** Page 25 **Unscramble and write.** *Answer Key* 1. Hi, Samy. Where were you yesterday afternoon? 2. At Mona's house. We were watching TV. 3. What was on? 4. A programme about animals in Africa. 5. Aw, I missed it. 6. Did you watch the football match last night? 7. No, my mum was watching the news. Besides, I don't like watching football match on TV. 8. Me, neither. It's not as fun as watching a real game	***10MS*** ***20Ms***

Activity	**Back-to-Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity.	**Home – assignment** :	**Choose**:[1] I'm going to make a web ……a) house b) site c) fight d) kite [2] I am watching a………. on TV.a) letter b) program c) book d) message [3] The first television went ……… sale in 1939.a) in b) on c) by d) with
Self-evaluation :			

Date	Class	Period

Subject Matter

Unit: 10 At School

Lesson: 2 Word Time

S.B & W.B Page 26

***Warm up* : Conversation Review:Listen and complete:** Sarah: *Where …….. you yesterday afternoon?*
Noha: *At Mona's …….. We were ………. TV.*
Sarah: *……… was on?*
Noha: *A …….. about ……….. in Africa.*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify new words " : - read the new words	✓ *Student's Book* page 26 ✓ *Work book* page 26 ✓ *Green Board* - *CD player* - *Picture cards*	**Vocabulary** Actions (skip lunch, forget my homework, go to bed late, fall off my chair, get a good mark, lose my favourite pencil, make a mistake, take off my jacket, win a prize, turn off the (fan	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations* ❖ self-learning	**Introduce the Words** Actions (skip lunch, forget my homework, go to bed late, fall off my chair, get a good mark, lose my favourite pencil, make a mistake, take off my jacket, win a prize, turn off the fan **Talk About the Picture** In Mona's classroom the students and teacher are thinking about many things. The teacher is thinking about skipping lunch. Kareem is looking at the board and thinking, "Am I going to make a mistake?" This girl went to bed late. This boy is thinking about his test. Laila is dreaming about winning a prize. Mona is asking herself, "Did I forget myhomework?" **Practice The words :** **A. Listen and repeat.** Play the recording. Students listen and repeat, pointing to each word in the vocabulary box. **B. Point and say the words.** Students point to each of the target vocabulary items in the large scene and name them. **C. Listen and point.** Engineer. Build things.-Artist. Draw. Computer programmer. Program computers. Musician. Play the violin.- Nurse. Take care of people. Vet. Help animals. *Now listen and point to the speakers.* A: I want to see the cats. Let me look. (girls by cats) B: Sure.A: Thank you. They're cute! A: What a cool picture. Did you make it? (boy and computer programmer) B: Yes, I did. A: Was it hard? B: No, it wasn't. I'll show you. A: What are you looking for? (boys down on floor looking for watch) B: My watch! I can't find it. A: What colour is it? B: It's black. **D. Write the words. (See pages 32–34.)**	**Workbook Page**26 **A. Use the code to write the words.** *Answer Key* 1. go to bed late 2. fall off my chair 3. take off my Suzanet 4. get a good mark 5. turn off the fan 6. lose my favourite pencil **B. Match and write.** *Answer Key* 1. win a prize 2. forget my homework 3. make a mistake 4. skip lunch	*15MS* *10Ms* *15Ms*

Activity	**How often…?** Write *once a day, three times a week, twice a month, and four times a year* on the board.*Make questions and answer them*	**Home-assignment**	**Workbook**Page 24 **Ex ; B.** Read and write

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 10 **At School**

Lesson: 3 Focus Time

***S.B & W.B* Page 27**

Warm up **Vocabulary Review: True Sentences.** Attach the Unit 10 Word Time Word Cards in a column to the board. Point to each card and elicit the verb phrases. Next, attach the Unit 4 Focus Time Word Cards to the board in a column to the left of the first.5-She has two (plates-cups - bowls)of coffee.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to **:** - use "If" clause - express conditions, emotions and attitudes - express consequences	✓ *Student's Book* page 27 ✓ *Work book* page 27 ✓ *Green Board* *- CD player*	**Language Focus:** Adjectives (*hungry, nervous, tired, embarrassed, happy, sad, disappointed, cold, hot, proud*) *If* clauses [*If (I) (skip lunch), (I'll) be (hungry).*] **Function:** Expressing conditions and emotions/attitudes; expressing consequences	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Coopera -tive work* ❖ self-learning	**Part 1: Introduce the Words** 1. *hungry* 2. *nervous* 3. *tired* 4. *embarrassed* 5. *happy* 6. *sad* 7. *disappointed* 8. *cold* 9. *hot* 10. *proud* **Practise the Words** Students open their Student's Books to page 27. **A. Listen and repeat.** Play the recording. Students listen and repeat each word. **Part 2: Introduce the Patterns** 1. **If (I) (fall off my chair), (I'll) be (embarrassed).** 2. **If (she) (falls off her chair), (she'll) be (embarrassed).** 3. **Practice for Fluency.** **Practise the Patterns** **B. Listen and repeat.** 1. Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen. 2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word. 3. Students work with partners to say the question and answers, while looking at the pattern boxes in their books. **C. Look at page 26. Listen and point.** Play the recording. Students look at page 26 and listen to the words, pointing to each item they hear named. Play the recording as many times as necessary for students to complete the task. *If she takes off her jacket, she'll be cold.* *If he falls off his chair, he'll be embarrassed.* *If she forgets her homework, she'll be nervous.*	**Workbook** Page 27 . **A. Number the pictures.** *Answer Key* 3, 9, 6, 1, 2, 4, 5, 7, 10, 8 **B. Read and match.** *Answer Key* 1. If you go to bed late,/you'll be tired. 2. If she gets a good mark,/she'll be happy.	*5MS* *10Ms* *10Ms* *10Ms*

Activity	If I Skip Lunch… Say *Maybe I'll take off my jacket.* Then hold up the *cold* picture card. Elicit *If you take off your jacket, you'll be cold.* Do the same with *fall off my chair/embarrassed, go to bed late/tired, win a prize/proud,* and *lose my favourite pencil/sad.*	**Home-assignment**	**Choose:** 1 – If you take off your jacket , You (**would – will – want**) be cold . 2 – If you go to sleep early , you (**can – could – will**) get up early . 3 – She will be happy if she (**get – gets – getting**) high marks . 4 – He will be hungry , if he (**skip – skipping – skips**) lunch . 5 – If you lose your favourite pencil, you (**will– would – can**)be sad. 6 – If they win a prize , they (want – wants – will)be happy

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 10 **At School**

Lesson: 4 Practice Time

***S.B & W.B* Page 28**

Warm up : **Pattern Review: Consequences.** Write *If you take off your jacket, you'll be cold.* on the board. Point to the sentence and have students read it. Next, give each student on the right side of the classroom a Unit 10 Word Time Word Card. Give each student on the left side of the classroom a Unit 10 Focus Time Word CardStudents answer the question. Continue. in the same way for four to five minutes

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise "If" clause - express conditions, emotions and attitudes - express consequences	✓ *Student's Book* page 28 ✓ *Work book* page 28 ✓ *Green Board* *- CD player*	**Structures:** Adjectives; *If* clauses [*If (you) (take off your jacket), (you'll) be (cold).*] **Function:** Expressing conditions and emotions/attitudes; expressing consequences	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair wor	**Practise the Patterns** Students open their Student's Books to page 28. **A. Listen and repeat. Then Practise with a partner.** 1. Play the recording. Students listen and repeat, pointing to each picture in their books. Students practice numbers 1–8 in pairs. *If you take off your jacket, you'll be cold.* **B. Look at page 26. Practise with a partner.** Students remain in pairs and look at page 26. They then take turns asking and answering questions about buildings and structures in the large scene using the target patterns and vocabulary items. **C. Listen and chant.** Students turn to the *H-A-P-P-Y* song on page 39. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**Workbook** Page 28 **A. Read and write.** *Answer Key* 1. you'll be hungry. 2. we'll be proud. 3, you'll be nervous. 4. we'll be disappointed. 5. you'll be sad. **B. Look and write.** *Answer Key* 1. If she gets a good mark, she'll be happy. 2. If he takes off his Suzanet, he'll be cold. 3. If they turn off the fan, they'll be hot. 4. If she falls off her chair, she'll be embarrassed.	*5 MS* *15Ms* *10Ms*

Activity	**True Sentences.** Students take turns making target sentences about family members or friends for three to four minutes	**Home-assignment**	**Choose the correct answer froma , b , c or d :** 1 – If you skip breakfast tomorrow , ……………you be hungry ? *a- would b- were c- will d- can* 2 – If you go to bed at 11:00 , will you be ……………….? *a- happy b- tired c- good d- cool*

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 10 At School

Lesson: 5 Reading Time

***S.B & W.B* Page 29**

Warm up **: Pattern Review: Sing Along.** Play the Unit 5 song *How Often Do You Give a Speech?* Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson, students will be able to : - read information on a website	✓ *Student's Book* page 29 ✓ *Work book* page 29 ✓ *Green Board* - *CD player*	**Language Focus:** Reading information on a website **Vocabulary** *website* *fan* *find out* *go on sale* *public* *broadcasting* *begin* *launch* *remote control*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Aloud reading* ❖ self-learnin	**Introduce the Reading.** Write the new words in a column on the board. /Point to and read each word before explaining its meaning. New Words *website / fan / find out / go on sale / public / broadcasting / begin / launch /remote control* **Practise the Reading** **A. Listen and read along.** 1. Play the recording. Students listen and read along in their Student's Books. 2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence. 3. Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner. **B. Listen and circle True or False.** 1. *720 million people watched Neil Armstrong walk on the moon in 1969.* 2. *Public broadcasting begins in Egypt in 1960.* 3. *Public broadcasting was in colour in 1998.* 4. *The Egyptian satellite (Nilesat 102) was launched in 1998.* *Answer Key:* 1. True 2. True 3. False 4. False **C. Read the question. Write the answer.** *Answer Key:* 1. Colour broadcasting began in the Egypt in 1975. 2. Neil Armstrong walked on the moon in 1969. 3. The first televisions with remote control went on sale in 1956. 4. The first Egyptian satellite (Nile sat 101) was launched in 1998.	**Workbook** Page 29 **A. Read.** Students read the information on the website. **B. Read the question. Write the answer.** *Answer Key* 1. The first small computer for homes went on sale. 2. In 1984, 13 per cent of American homes had a computer. 3. There were 100 thousand websites. 4. The first computer shop opened in California.	*10MS* *20Ms*

Activity	*Ask*: 1. *Do you have a TV at home? How many TVs do you have?* 2. *Do you have a black and white or a colour TV?* 3. *Do you watch TV in the morning, afternoon, or evening?* 4. *What's your favourite show?* 5. *Do you like talk shows talk? Why or why not?*	Home-assignment	**Workbook** Page 29 **Ex C. Read and write.**

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 10 **At School**
Lesson: 6 Your Time
***S.B & W.B* Page 30**

Warm up **Reading Review: In Your Own Words.** Students open their Student's Books to page 29 and take two to three minutes to review the article. Then have students take turns telling the class—in their own words—something about the reading. For example: *This reading is about Crazy. Her brother is a pest.* Continue until most

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Personalise consequence language - revise the previously learnt items	✓ *Student's Book* page 30 ✓ *Work book* page 30 ✓ *Green Board* *- CD player*	**Language Focus:** Personalising consequence language	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ Pair work	**Introduce the Lesson** Suggested Questions: *How often do you fall off your chair?* *How often do you get a good mark?* *Do you ever make a mistake?* *Do you ever lose your favourite pencil?* *Do you like winning a prize?* *Do you like forgetting your homework* **Practise the Lesson** **A. Listen and answer the questions.** 1. *If you skip breakfast tomorrow, will you be hungry?* 2. *If you forget your homework tomorrow, will you be proud?* 3. *If you go to bed at 11:00 tonight, will you be tired tomorrow?* 4. *If you get a good mark today, will you be disappointed?* *Answer Key:* Answers will vary. **B. Write four feelings. Ask your classmates. Write their names and circle Yes or No.** Students write four different feelings in the Feeling column of their chart. They then work in groups taking turns asking each other the target questions, circling Yes or No to indicate the answers they hear. **C. Review. Read and write the answers.** Students read each question and write an answer based on their own knowledge and experience. *Answer Key:* Answers will vary.	**Workbook** Page 30 **A. Write sentences. Use the phrases in the boxes.** *Answer Key* Answers will vary **B. Read the question. Write the answer.** *Answer Key* Answers will vary **C. Write and draw.** *Answer Key* Answers will vary	*10 MS* *20Ms*

Activity	**How About You?** Write I*f I get a good grade, I'll be happy.* on the board. Then say *embarrassed* and have a volunteer substitute *embarrassed* and an appropriate verb/verb phrase into the sentence on the board. Do the same with five to six different adjective	**Home-assignment**	**Circle the odd one out and replace it with a correct one :-** **1. October November Sunday December ……………** **2. fast slow quiet run ……………3 xylophone bank hotel school …………….** **4. read listen red write**

Self –evaluation :

Date	Class	Period

Subject Matter

Review 1

Lesson: 1 Conversation Time

***S.B & W.B* Page 31**

Warm up : Review Units 1–5 Conversations.
Students turn to each Conversation Time page (pages 1, 7, 13,
19, and 25). Elicit each conversation.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 1–5 conversations - identify the speakers in a conversation	✓ *Student's Book* page 31 ✓ *Work book* page 31 ✓ *Green Board* *- CD player*	**Review** **Focus:** Units 1–5 conversations	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ self-learning	**Practise the Language** Students open their Student's Books to page 31. **A. Listen and circle the correct picture.** 1. Play the recording. Students listen and, for each number, they circle the picture that corresponds to the conversation they hear. 2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the letter of the picture they have circled. *Answer Key:* 1. c 2. a 3. c 4. b 5. a **B. Listen and circle the correct answer.** 1. Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation. 2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled. *Answer Key:* 1. in front of 2. 49 3. Thursday 4. Cairo	**Workbook** Page 31 **A. Read the question. Write the answer.** 1. What was Ahmed's emergency? There was something in his garden. 2. Does the pilot ever fly the plane by herself? No. She always has a co-pilot. 3. What kind of TV programme did Samy watch? He watched a programme about animals in Africa. 4. Who showed Mona how to write the letter "d"? Miss Dina showed Mona how to write the letter "d." 5. Who helped Mona move the bass? Kareem helped Mona move the bass. 6. Why was Kareem in the music room? Because he was helping Mr Khaled clean up. 7. What is Ahmed's address? 49 El Salam Street. 8. How often does the pilot have an overseas flight? The pilot has an overseas flight once a month.	*10MS* *20Ms*

Activity	**Role Play.** Write the third conversation from exercise A on the board. Point to each line and have students read it. Then divide the class into pairs and have students in each pair role-play the conversation. Students change roles and roleplay the conversation again.	**Home-assignment**	**Workbook** Page 31 **Ex B. Read and match.**

Self –evaluation :

Date	Class	Period

Subject Matter

Review 1

Lesson: 2 Sokkara and Sokkar

S.B & W.B Pages 32and 33

Warm up **: Review Units 1–5 Vocabulary and Patterns.**
Turn to each Word Time page (pages 2, 8, 14, 20, and 26) and Focus Time page (pages 3, 9, 15, 21, and 27). Elicit each vocabulary item and pattern.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise Units 1–5 conversations, vocabulary, and patterns	✓ *Student's Book* pages 32 and33 ✓ *Work book* pages 32 and 33 ✓ *Green Board* *- CD player*	**Review Focus:** Units 1–5 conversati-ons, vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Coopera-tive learning* ❖ self-learning	**Work with the Pictures** Students open their Student's Books to pages 32 and 33. 1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures. 2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can, using complete sentences when possible **Practise the Reading** **A. Listen and read along. Then look at the pictures and write the days of the week.** 1. Play the recording. Students listen and read along. 2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day. *Answer Key:* 4, 3, 1, 2 **B. Listen and read along. Then look at the pictures and write the days of the week.** 1. Play the recording. Students listen and read along. 2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day. *Answer Key:* 2, 4, 3, 1 3. Ask students to comment on the differences between Sokkara's and Sokkar's accounts of their week.	**Workbook Page 32** **A. What did the animals do? Look and write.** *Answer Key* 1. A deer played the drums in New York. 2. A parrot blew a bubble in Paris. 3. A bear played the cymbals in Seoul. 4. A panda threw a ball in Tokyo. 5. A kangaroo peeled an orange in London. 6. A tiger played the harp in Cairo. **B. What are they doing? Look and write.** *Answer Key* 1. They're building a sandcastle. 2. He's turning off the fan. **Workbook Page 33** **A. Circle the odd word** *Answer Key* 1. happy 2. fly 3. badly 4. Monday 5. sadly 6. quietly **B. Look and write. Use can or could.** *Answer Key* 1. He can climb a tree. 2. She can build a snowman. 3. When he was little, he could blow a bubble. or He could blow a bubble. 4. When she was little, she could spell a word. or She could spell a word.	5 MS 15Ms 15Ms

Activity	QUESTIONS: *When did Sokkara go to Alexandria? When did Sokkar go to Rome? Does Sokkara ever play the cello? Does Sokkar like Italian food? How often does Sokkara's orchestra rehearse? How does Sokkar play the cymbals?*	Home-assignment	Punctuate :when did hany go to tanta 2- how long was noha in giza

Date	Class	Period

Subject Matter

Review 1

Lesson: 3 Word Time and Focus Time Review

S.B & W.B Page 34

Warm up **Questions.** Ask students *When you were little, could you catch a butterfly?* Several students answer. *Do the same with When did you do your homework?* and How long *were you at school on Tuesday?*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise Units 1–5 vocabulary, and patterns	✓ *Student's Book* page 34 ✓ *Work book* page 34 ✓ *Green Board* *- CD player*	**Review Focus:** Units 1–5 vocabulary and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work* ❖ self-learning	**Review** Students open their Student's Books to page 34. **A. Look and write** 1. Based on the picture and word cues, students fill in each missing word. 2. Check answers by saying Number 1 and having a volunteer say the corresponding sentence. Do the same for numbers 2.8. *Answer Key:* Hong Kong Cairo Honolulu New York Rome Seoul Tokyo San Franciso London **B. Look at A. Write the letters in the circles. Unscramble the name of Mona's lunch.** *Answer Key:* Across 1. I'm not hungry. I'm going to skip lunch. 2. They played the cymbals loudly. 3. When he was little, he could throw a ball. 4. If I lose my favourite pencil, I'll be sad. Down 5. He can cut out a heart. 6. He played the electric keyboard well. 7. She was talking on the phone when the kangaroo hopped by. 8. She was blowing a bubble when two cats ran by	**Workbook** Page 34 **A. Write the questions and answers.** *Answer Key* 1. How did he play the tuba? He played the tuba loudly. 2. What was she doing when the parrot flew by? She was ironing a shirt when the parrot flew by. **B. Look and write.** *Answer Key* 1. When he was little, he could throw a ball. 2. If she falls off her chair, she'll be embarrassed **C. Write the questions and answers.** *Answer Key* 1. When did she go to Rome? She went in May. How long was she there? She was there for four days. 2. When did you go to London? We went in June. How long were you there? We were there for one week.	*5MS* *10Ms* *10Ms* *10Ms*

Activity	**Word Relay.** Write the name of a musical instrument on the board (for example: tuba). A student (S1) begins by making a sentence containing that word. Continue with different instruments in the same way for two to three minutes. Then write a verb phrase on the board and repeat the procedure.	**Home-assignment**	**Punctuate the following sentences:** 1- i have maths , english and arabic on monday 2- no there wasn t an exam yesterday .

Self –evaluation :

Date	Class	Period

Subject Matter

Review 1

Lesson: 4 Pairwork

S.B & W.B Pages 35 and 36

Warm up : **Questions.** Ask students *When you were little,could you say the alphabet?* Several students answer. Do the same with *When do you study maths? and Do you ever go to Rome?*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - Personalize Units 1–5 language	✓ *Student's Book* pages 35 and 36 ✓ *Work book* pages 35 and 36 ✓ *Green Board* *- CD player*	**Review Focus:** Personalizing Units 1–5 language	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work	**Review** Divide the class into pairs. One student in each pair opens his/her Student's Book to page 35. The other student in each pair opens his/her Student's Book to page 36. **A. Ask your partner and fill in the chart.** 1. Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks. 2. Check answers by having pairs of students read the questions and answers to the class. **B. Tell your partner. Then listen and fill in the chart.** 1. Each student fills in the You column of the chart. Then students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks. 2. Check answers by having pairs of students read the questions and answers to the class. **C. Ask and answer the questions. Then fill in the blanks.** Each student fills in the You column of the chart. Then students in each pair ask their **D. Finished? Compare answers with Student A/Student B.** Students compare answers with their partners.	**Workbook** Page 35 **A. Read.** Students read the personal statements. **B. Answer the questions.** *Answer Key* Laura: Jack's house/showed Jack old photos /write to Sarah soon John: American Black Bear Home at the Lovetown Zoo/gave the bears some nuts and fruit/go to the zoo again Sandy: Orlando/gave a performance/be the soloist on the flute Essam: a computer shop/bought the new computer/ make a website about the history of computers **Workbook Page 36** **A. Read and write.** *Answer Key* Answers will vary. **B. Read and write.** *Answer Key* Answers will vary. **C. Write and draw** *Answer Key* Answers will vary.	5 MS 15Ms 10Ms

Activity	**Project.** For a week, students keep a list of animals and musical instruments that they see on television. Then have students share their lists in class.	**Home-assignment**	**Write a letter** of FIVE sentences to your friend Ali about the your favourite programme on TV. Your name is Adel and you live at 12 Elsadat , Cairo.

Self –evaluation :